




# Chapter Planning Guide
















# 17

## Key to Ability Levels

<b>BL</b> Below level	<b>AL</b> Above level
<b>OL</b> On level	<b>ELL</b> English Language Learners

## Key to Teaching Resources

 Print Material	 DVD
 CD-ROM	 Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assess
BL	OL	AL	ELL							
					<b>FOCUS</b>					
BL	OL	AL	ELL		Daily Focus Skills Transparencies		17-1	17-2	17-3	
					<b>TEACH</b>					
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 159	p. 162	p. 165	
	OL	AL			Citizenship/Decision-Making Activity, URB			p. 3	p. 3	
BL	OL	AL	ELL		Speaking and Listening Skills Activity, URB				p. 9	
		AL			Enrichment Activity, URB		p. 13			
	OL	AL			Primary Source Reading, URB			p. 15		
BL	OL	AL	ELL		Content Vocabulary Activity, URB*	p. 65	p. 65	p. 65	p. 65	
BL	OL	AL	ELL		Academic Vocabulary Activity, URB	p. 67	p. 67	p. 67	p. 67	
	OL				Biography Activity, URB		p. 69			
BL	OL	AL	ELL		Writing Skills Activity, URB				p. 71	
	OL	AL			Critical Thinking Skills Activity, URB		p. 73			
BL	OL	AL	ELL		Chart, Graph, and Map Skills Activity, URB			p. 75		
BL	OL	AL	ELL		Differentiated Instruction, URB		p. 77	p. 77	p. 77	
BL	OL	AL	ELL		School-to-Home Connection Activity, URB*	p. 79	p. 79	p. 79	p. 79	
BL	OL		ELL		Guided Reading Activities, URB*		p. 83	p. 84	p. 85	
	OL	AL			Supreme Court Cases				p. 131	
BL	OL	AL	ELL		Writer's Guidebook	✓	✓	✓	✓	✓
	OL	AL			Primary Source Document Library CD-ROM	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Vocabulary PuzzleMaker CD-ROM	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Daily Lecture & Discussion Notes (in Pres. Plus)		✓	✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus DVD		✓	✓	✓	✓
BL	OL	AL	ELL		Section Video Program		✓	✓	✓	
BL	OL	AL	ELL		TIME Interpreting Political Cartoons Transp.				Ch. 17	
BL	OL	AL	ELL		Writing Process Transparencies	✓	✓	✓	✓	✓

Note: Please refer to the *Unit Resource Book: The Individual, the Law, and the Internet* for this chapter's URB materials.

\* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assess
BL	OL	AL	ELL							
					<b>TEACH</b> <i>(continued)</i>					
<b>Teacher Resources</b>					Building Academic Vocabulary	✓	✓	✓	✓	✓
					Strategies for Success	✓	✓	✓	✓	✓
					Teacher's Guide to Differentiated Instruction	✓	✓	✓	✓	✓
					Graph Tool CD-ROM	✓	✓	✓	✓	✓
					Presentation Plus! DVD	✓	✓	✓	✓	✓
					<b>ASSESS</b>					
BL	OL	AL	ELL		Quizzes and Tests*		p. 200	p. 201	p. 202	p. 203
BL	OL	AL	ELL		Authentic Assessment with Rubrics		p. 21	p. 21	p. 21	p. 21
BL	OL	AL	ELL		Standardized Test Practice		p. 33	p. 33	p. 33	p. 33
BL	OL	AL	ELL		ExamView® Assessment Suite CD-ROM		17–1	17–2	17–3	Ch. 17
BL	OL	AL	ELL		Interactive Tutor Self-Assessment CD-ROM	✓	✓	✓	✓	✓
					<b>CLOSE</b>					
BL			ELL		Reteaching Activity, URB*		p. 81	p. 81	p. 81	
BL	OL		ELL		Reading and Study Skills Foldables™ Activity	p. 82	p. 83		p. 83	
BL	OL	AL	ELL		Graphic Organizer Transparencies & Strategies	✓	✓	✓	✓	✓

Using the  
Study Central™  
Web Site

## Section Previews

### Technology Product

The Study Central Web site offers an in-depth, section-based preview that summarizes the content of the section of a chapter. The preview

- summarizes and reinforces the content in the section for the student;
- highlights key points for students that will be used in other tabs of the Study Central Web site;
- provides discussion points for teachers to use in class.

### Objectives

The previews help students

- prepare for better understanding section content;
- practice reading and comprehension skills.

### Steps

- Locate the Web page for the textbook being studied on the Glencoe Web site [glencoe.com](http://glencoe.com).
- Click on **Study Central** under *Textbook Resources*.
- On the Study Central Web site (a new window will have opened), select a chapter and section using the drop-down arrows and click **Enter**.
- The page should open to the Section Preview tab; otherwise, click on the Section Preview tab.
- Read the content in the **Section Preview** with the class.
- Lead a class discussion on what your students learned from the Section Preview.



	Student	Teacher	Parent
Beyond the Textbook	•	•	•
Chapter Overviews	•	•	•
Concepts in Motion	•		•
ePuzzles and Games	•		•
Glencoe Teaching Today		•	
Literature Connections		•	
Multi-Language Glossaries	•		•
Online Student Edition	•	•	•
Section Videos	•	•	•
Self-Check Quizzes	•		•
Student Web Activities	•		•
Study Central™	•		•
TIME Current Events	•		•
Vocabulary eFlashcards	•		•
Web Activity Lesson Plans		•	

### Glencoe Media Center

[glencoe.com](http://glencoe.com)

#### > Study-To-Go

- Vocabulary eFlashcards
- Self-Check Quizzes

#### > Audio/Video

- Student Edition Audio
- Spanish Summaries

## Reading List Generator CD-ROM

## BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

### Leveled reading suggestions for this chapter:

#### For students at a Grade 7 reading level:

- *The Cuckoo's Egg: Tracking a Spy through the Maze of Computer Espionage*, by Clifford Stoll

#### For students at a Grade 8 reading level:

- *The Soul of a New Machine*, by Tracy Kidder

#### For students at a Grade 9 reading level:

- *How Did We Find Out About Computers?* by Isaac Asimov

#### For students at a Grade 10 reading level:

- *The Black Press and the Struggle for Civil Rights*, by Carl Senna

#### For students at a Grade 11 reading level:

- *The Internet*, by Helen Cothran

## READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. [www.jamestowneducation.com](http://www.jamestowneducation.com)

## KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

**R** **Reading Strategies** activities help you teach reading skills and vocabulary.

**C** **Critical Thinking** strategies help students apply and extend what they have learned.

**D** **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

**S** **Skill Practice** strategies help students practice historical analysis and geography skills.

**W** **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

**AL** Activities for students working above grade level

**OL** Activities for students working on grade level

**BL** Activities for students working below grade level

**ELL** Activities for English Language Learners



## Focus

## Why It Matters

**Ask:** How does the Internet help citizens take part in civic life? (Answers may include: the Internet helps citizens get important information; it allows many points of view to be heard; it makes it easier to contact government officials; it helps citizens raise awareness and funds for causes.)

## More About the Photo

**Visual Literacy** Computer technology camps, such as the one in the photograph, can be found around the country. In these camps, youngsters are introduced to computer concepts and techniques. They receive hands-on experience in computer programming, video game designing, writing a home page, digital video production, and other computer skills. Campers are also encouraged to think about the social implications of computers. Computers and the Internet have changed the way we live. Computer technology camps allow campers to gain important knowledge about the use and role of computers in society.

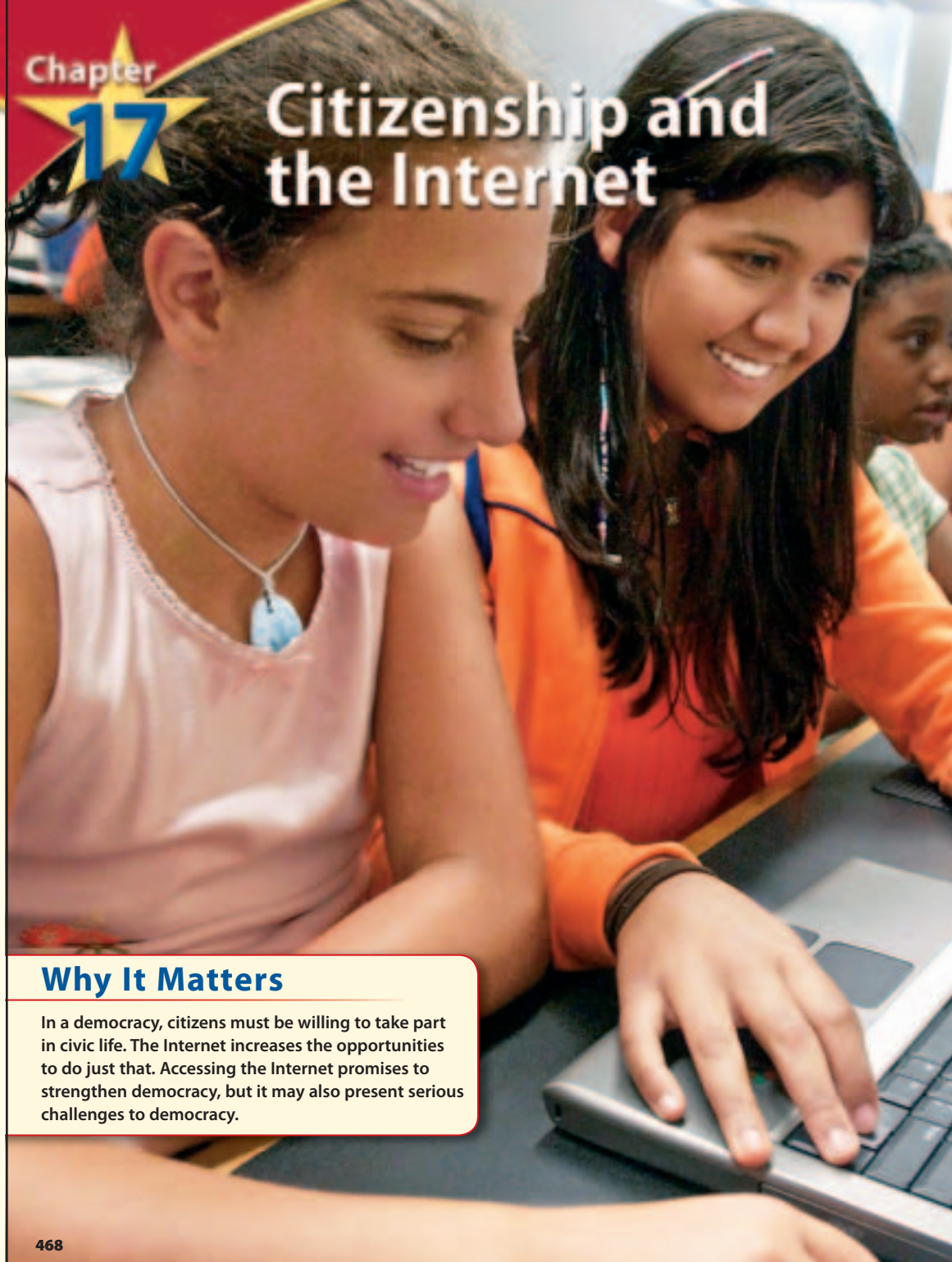
## Teach

**BIG Ideas** As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

## Section 1

**Civic Participation** **Ask:** What do you think are the Internet's most important contributions to civic life? (Answers include: it gives access to information; it enables the homebound to participate in

## Citizenship and the Internet



## Why It Matters

In a democracy, citizens must be willing to take part in civic life. The Internet increases the opportunities to do just that. Accessing the Internet promises to strengthen democracy, but it may also present serious challenges to democracy.

government; it helps people work together.) Point out that in Section 1, students will learn how the Internet influences civic life. **OL**

Section 2, they will learn how the Internet both supports and challenges democracy. **OL**

## Section 2

**Challenges for Democracy** **Ask:** How might the Internet be dangerous to a democracy? (Answers include: causing an information gap between those with Internet access and those without access, spreading undemocratic ideas.) Tell students that in

# BIG Ideas

## Section 1: Civic Participation

**A democratic society requires the active participation of its citizens.** The Internet has changed the way people communicate, get information, and participate in democracy.

## Section 2: Challenges for Democracy

**A democratic society requires the active participation of its citizens.** The Internet can both strengthen and threaten our democracy.

## Section 3: Regulating the Internet

**Citizens possess certain rights. Citizenship also carries certain responsibilities that all Americans are expected to fulfill.** The Internet has become a battleground over the issue of free speech, both in society and in America's schools.

◀ Students take part in computer technology camp in Fairfield, Connecticut

### FOLDABLES™ Study Organizer

### Dinah Zike's Foldables

**Purpose** This Foldable guides the student to understand what they read by using a study organizer. The completed Foldable will form a chart to help them organize information about the Internet, its applications, and use. **OL**

More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

### Civics ONLINE

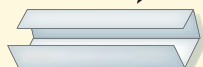
Introduce students to chapter content and key terms by having them access the **Chapter Overview** at [glencoe.com](http://glencoe.com).

### FOLDABLES™ Study Organizer

**Organizing Foldable** Make the following organizing Foldable to help you identify and organize information about each application of the Internet and who would use each.

**Step 1** Fold a sheet of paper in thirds from top to bottom.

This forms three rows.

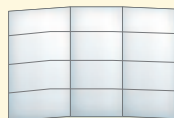


**Step 2** Open the paper and refold it into fourths from side to side.

This forms four rows.



**Step 3** Unfold the paper and draw lines along the folds.



**Step 4** Label your table as shown.

### Reading and Writing

As you read the chapter, make notes about how the Internet can be used for each of these civic issues.

Internet	Who	What
Civic Participation		
Challenges for Democracy		
Regulating the Internet		

## Section 3

**Regulating the Internet** Ask: **Should schools regulate student use of the Internet?** (Answers will vary.) Explain that in Section 3, students will learn how use of the Internet is being balanced to provide equal access and protections under the law. **OL**

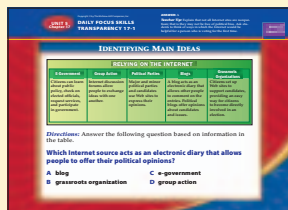


# Focus



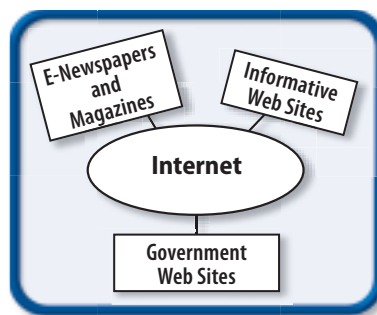
## Bellringer

Daily Focus Transparency 17-1



## Guide to Reading

Answers to Graphic:



## Section Spotlight Video

To learn more about civic participation, have students watch the Section Spotlight Video for this section.

## Resource Manager

## Guide to Reading

### Big Idea

A democratic society requires the active participation of its citizens.

### Content Vocabulary

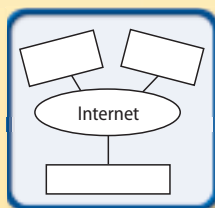
- Internet (p. 471)
- World Wide Web (p. 471)
- Web site (p. 471)
- archives (p. 471)
- nonpartisan (p. 471)
- newsgroup (p. 472)

### Academic Vocabulary

- network (p. 471)
- interact (p. 471)
- version (p. 473)

### Reading Strategy

**Describing** As you read, complete a graphic organizer like the one below, listing ways the Internet helps citizens become well informed.

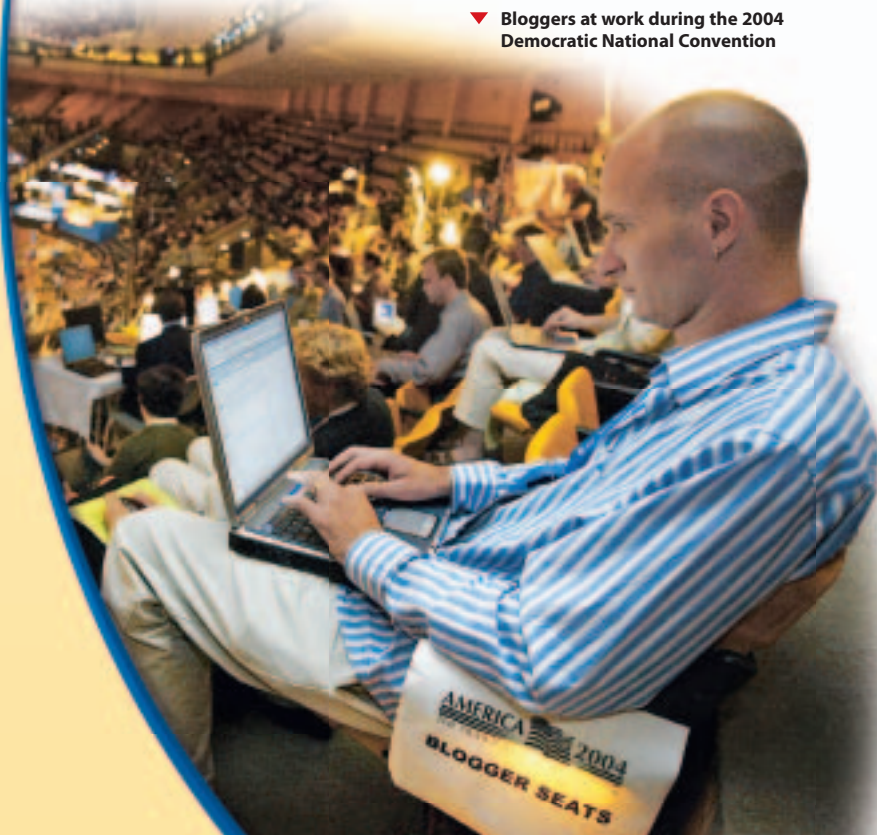


# Civic Participation

## Real World Civics

First-time national convention bloggers—online journal writers—worked on their Web log stories at the 2004 Democratic National Convention, revolutionizing campaigning forever. Bloggers posted their reports to the Web audience, providing instant images and thoughts to their readers. Many consider this use of the Internet a type of online “town meeting.” It also provides a way for thousands of disabled and homebound voters to participate in politics. One thing is certain: As bloggers continue to express themselves, citizens will have more unfiltered access to information.

▼ Bloggers at work during the 2004 Democratic National Convention



## R Reading Strategies

### Teacher Edition

- Inferring, p. 471
- Identifying, p. 471
- Predicting, p. 472

### Additional Resources

- Cont. Vocab., URB p. 65
- Ac. Vocab., URB p. 67
- Guide. Read., URB p. 83
- RENTG, p. 159

## C Critical Thinking

### Teacher Edition

- Making Generalizations, p. 471

### Additional Resources

- Biographies, URB p. 69
- Crit. Think., URB p. 73
- Quizzes and Tests, p. 200

## D Differentiated Instruction

### Teacher Edition

- Interpersonal, p. 472

### Additional Resources

- Diff. Instr. Act., URB p. 77
- School-to-Home Act., URB p. 79
- Reteach. Act., URB p. 81

## W Writing Support

### Teacher Edition

- Expository Writing, p. 473

### Additional Resources

- Enrich. Act., URB p. 13
- Auth. Assess., p. 21

## S Skill Practice

### Teacher Edition

- Making a Venn Diagram, p. 473

### Additional Resources

- Daily Focus Trans., 17-1

## A Tool for Action

**Main Idea** The Internet has changed the way people communicate, get information, and participate in democracy.

**Civics & You** What was the last Web site you visited? Read to find out how Web sites have changed the way we communicate.

The **Internet** and the **World Wide Web** allow people to communicate and collaborate across borders. The Internet is a mass communication system of millions of **networked**, or connected, computers and databases all over the world. The World Wide Web is a system for browsing Internet sites, allowing users to **interact**, or work, with the billions of documents stored on computers across the Internet. These include the vast array of **Web sites**—“pages” on the World Wide Web that contain text, images, audio, and video.

## A Billion Users

Currently the Internet has more than a billion users, and more are added daily. The first Web sites started in 1993. Today there are many millions, with the number doubling every few months. Almost three-fourths of the U.S. population has access to the Web. Soon half the population of the world will access the Web, many through wireless devices.

The Internet has created opportunities for citizens to stay informed and to participate thoughtfully in their democracy. Much of what is posted on the Internet is not accurate, however. Before believing what you read, be sure to evaluate the credibility of the source.

## Gathering Information

Many citizens use the Internet for information about current events. Most national newspapers and newsmagazines publish online every day and keep **archives**, or files



**The Internet** Monks surf the World Wide Web at an Internet café in Lhasa, Tibet. Millions of people obtain information from the Internet. **Explaining Why it is important to assess the reliability of the sources of Internet information?**

of older stories. Your hometown newspaper may have a Web site as well, as do television and radio networks. Research and educational institutes also have informative Web sites. Be aware, though, that not all “think tanks” are **nonpartisan**; that is, they are not free from political party ties or bias. Many, like the Brookings Institution (liberal) and the Heritage Foundation (conservative), have an ideological bias.

## E-Government

Many agencies of government at all levels—federal, state, county, and local—have their own Web sites. E-government makes it easy for citizens to learn about public policy, to check on elected officials, to request services, and to directly participate in government.

Government Web sites help people do everything from obtain marriage licenses to comment on public services. North Carolina’s citizens, for example, can use their state government’s Web site to register to vote, request an absentee ballot, and learn how their representatives voted on an issue.

## Teach

### C Critical Thinking

**Making Generalizations Ask:** How might the Internet be said to have made the world smaller? (The Internet connects computers and databases all over the world, making it easier for people around the world to communicate and to get information.) **OL**

### R<sub>1</sub> Reading Strategy

**Inferring Ask:** Which Web site is probably most likely to have video of candidates’ speeches: a newspaper or a television network Web site? (a television network Web site) **BL**

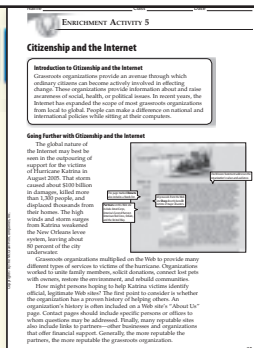
### R<sub>2</sub> Reading Strategy

**Identifying Ask:** What kinds of things can citizens do using E-government services? (obtain marriage licenses, register to vote, get information, request services) **OL**

### Caption Answer:

All Internet information is not equal; some Web sites provide incorrect or biased information.

## Differentiated Instruction



Enrichment Activity 5, URB pp. 13–14

## Citizenship and the Internet

- Objective:** To learn how to identify legitimate sites for grassroots organizations
- Focus:** Have students search for grassroots organizations’ Web sites.
- Teach:** Discuss characteristics of legitimate Web sites.
- Assess:** Have students list the kind of information found on Web sites.
- Close:** Create a class directory of ten Web sites for grassroots organizations.

### Differentiated Instruction Strategies

- BL** Where, on its Web site, might you find information about an organization’s history?
- AL** Select a grassroots organization and create a list of links to the Web sites of other organizations with similar goals.
- ELL** Identify a grassroots organization dedicated to community service.



## D Differentiated Instruction

**Interpersonal** Have students work in small groups and discuss how they have used the Internet to get information. Some students may keep in touch with distant family members through e-mail. Some may have used the Internet to follow news stories of special interest to them. Encourage them to discuss why this information is important. Invite students to share Web sites they have found to be valuable. **OL**

## R Reading Strategy

**Predicting Ask:** Why would a citizen create a political blog? (to express personal opinions about candidates, issues, and politics in general) **OL**

**Reading Check Answer:** The Internet is a system of millions of connected computers. The World Wide Web is a system that allows users to access information on computers across the Internet.

### Caption Answer:

The goal is to support political causes. Viewers need to use caution because these sites provide a biased point of view.

## Hands-On Chapter Project Step 1



## Group Action Online

One way to influence government is by supporting a special-interest group. The Internet can help you find groups with goals and values similar to your own. Most significant interest groups today have Web sites. Examples of these groups are the Sierra Club, the American Society for the Prevention of Cruelty to Animals (ASPCA), and the National Education Association (NEA). **News-groups**, or Internet discussion forums, provide another way to exchange information and ideas with people who share your concerns. Whether you want to protect the environment, curb TV violence, or help homeless children, you can find a related newsgroup.

**Reading Check Explaining** What is the relationship between the Internet and the World Wide Web?

**Political Monitoring** A member of a political action group uses a computer to tally contributions. Many political action groups as well as many political parties and candidates have Web sites. **Analyzing What is the goal of these Web sites? Why do viewers need to exercise caution when viewing them?**



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## Election Campaigns

**Main Idea** The Internet has become a key tool in politics.

**Civics & You** Have you ever read a blog? Read to find out how they are changing elections.

The Internet is also changing elections. A campaign manager recently said, "We see the Web as the best campaign tool since the phone and the television."

## Political Parties and the Web

The Republican and Democratic Parties, along with many minor parties, have Web sites, as does nearly every candidate for higher political office. Many sites feature an electronic newsletter about the candidate's activities. Some candidates even list their campaign contributors online and answer e-mail questions.

When you visit these Web sites, though, you must use caution, because political party and candidate Web sites do not present a wide range of opinions. The goal of these Web sites is to build support for their own ideas and candidates, not to explain both sides of an issue.

## Political Blogs

Blogging has become a widely used way for citizens to take part in politics both during and between elections. Blog is short for Web log. "Bloggers" are people who have their own publicly accessible Web sites. Blogs are their personal online journals, a kind of electronic diary that allows others to comment. Bloggers publish their own ideas—more or less continuously—on any topic of interest to them. Political blogs have quickly become popular with people who are trying to express opinions about candidates, issues, and politics in general.

## Exploring the "Blogsphere"

**Step 1: Making a Blog Chart** Groups of students will use a blog search engine to search the Internet and identify a variety of blogs. They will chart the information.

**Directions** Tell groups of students to use a blog search engine to find blogs on different topics. Groups will then chart the information they have collected in three columns. The first column will give the name and Web address of the site. The sec-

ond column will describe the topic of site information. Topics may cover a range of subjects—from politics to pop culture. The third column will show what kind of blog it is (private, political, or commercial) and its creator's name.

**Summarizing** Have students share what they learned about how people use the Internet to communicate. Encourage the class to speculate about the goals of each of the blogs on their charts. **OL**

(Project continued in Section 2)

Bloggers have begun to be recognized as a political influence. Keep in mind anyone can create a blog. Bloggers can, and do, post any messages they want—true or false.

## Grassroots Web Sites

Another use of the Internet in politics is grassroots Web sites: citizens set up independent Web sites to support candidates. These sites are the cyberspace **version**, or form, of people's putting political signs in their yards. Grassroots Web sites provide an easy way for citizens to get directly involved in an election.

Grassroots Web sites raise some concerns for the major parties and their candidates. The sites may contain misinformation or have links to extremist groups that a candidate would not want to be associated with. Further, it can be hard to tell the difference between official and unofficial sites.

Students at many schools across the country have begun using the Internet to vote in school elections. Using a computer at home or school, students vote online for class officers, student government issues, and prom and homecoming courts. Students are given identification and passwords that prevent them from voting twice in an election.

In most systems, students go online to view an election information page. This page allows student voters to review information about each candidate's background and campaign platform. Students then make their choices, review them, and vote. After organizing her school's first e-election, one California teacher said, "It was very easy to use. . . . The students liked being able to vote anywhere. And it was our most accurate election."

**Reading Check** **Concluding** What role do grassroots Web sites play in elections?

## S Skill Practice

**Making a Venn Diagram** Ask students to make a Venn diagram showing how political Web sites are similar to and different from political signs that people put in their yards. (*Similarity: citizens endorse candidates. Difference: Web sites reach many more people.*) **OL**

## W Writing Support

**Expository Writing** Some schools use the Internet in school elections. Have students write a report describing an election in your school. **OL**

**Reading Check** **Answer:** allow citizens to get involved in an election

## Assess



**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review.

## Close

**Summarizing** **Ask:** *What have been some influences of the Internet? (It has changed the way people communicate and get information.)* **OL**

## Section 1 Review

## Section Review

### Vocabulary

- Write** a paragraph related to electronic communication using the following terms: *Internet, World Wide Web, Web site, archives, nonpartisan, newsgroup.*

### Main Ideas

- Explaining** How does e-government allow citizens easier access to government services?
- Analyzing** What is a political blog? Why do some people criticize political blogs?

### Critical Thinking

- BIG Ideas** The Internet offers many advantages for gathering information. What do you think is the biggest disadvantage or danger?
- Analyzing** In a graphic organizer like the one below, describe how the Internet and electronic communication have become part of political campaigning.



- Researching** Look up the Web site of your representative to Congress or one of your senators. What kind of information can you gather from the site? Share your findings with the class.

### CITIZENSHIP Activity

- Descriptive Writing** Write a paragraph about your recent use of the Internet to find some information. Describe what you wanted to find out, how you searched for it, and where you found it.



**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com).

## Answers

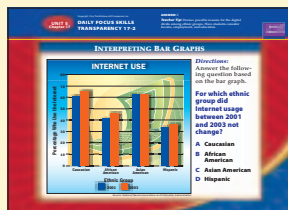
- Paragraphs should use vocabulary words according to their definitions in the section and in the Glossary.
- E-government allows citizens with a computer to access information and services from anywhere.
- Political blogs are Web logs that express opinions about candidates, issues, and politics in general. Some criticize blogs for false or misleading information.
- Answers may include that it can be difficult to assess the accuracy of information on the Internet, and it can be difficult to tell the difference between official and unofficial sites.
- provide information about candidates, list campaign contributors, build support for candidates and issues, answer e-mail questions
- Answers may include information about representative activities, information about issues, and information about accessing public services.
- Answers may include researching school projects, searching for products, and sending a question to an expert via e-mail.

## Focus



### Bellringer

Daily Focus Transparency 17-2



## Guide to Reading

Answers to Graphic:



### Section Spotlight Video

To learn more about challenges to democracy, have students watch the Section Spotlight Video for this section.

## Resource Manager

## Guide to Reading

### Big Idea

A democratic society requires the active participation of its citizens.

### Content Vocabulary

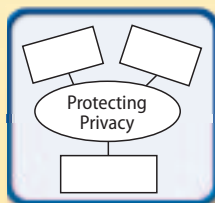
- authoritarian (p. 475)
- dissident (p. 475)
- extremist group (p. 476)
- propaganda (p. 476)

### Academic Vocabulary

- contrary (p. 476)
- isolate (p. 476)
- enable (p. 476)

### Reading Strategy

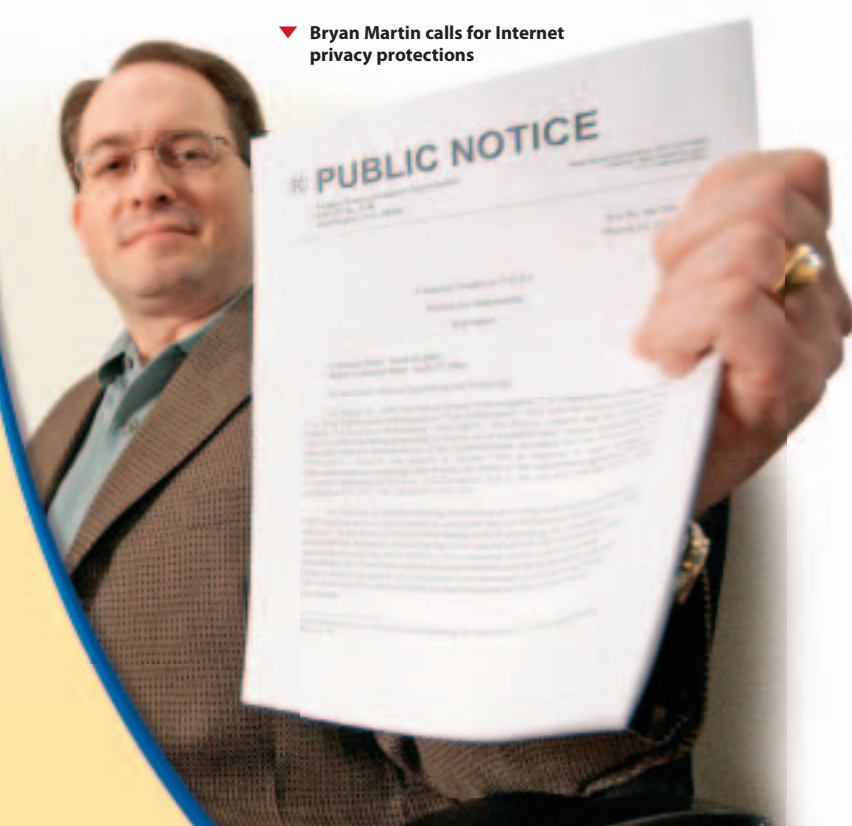
**Summarizing** As you read, list on a diagram like the one below three ways to protect your privacy when you use the Internet.



## Challenges for Democracy

**Real World Civics** It has been said that the law is a living, breathing animal, but can it keep up with the Internet? Can privacy be protected? What about national security? In today's climate of fighting terrorism, the debate of privacy versus security is at its peak. Bryan Martin runs an Internet phone service that is seeking the same protections of Internet communication as of private phone services. During times of national crisis, national security has often won out over individual privacy. Online communication has opened up new ways to communicate, and many believe the law has not kept pace.

▼ Bryan Martin calls for Internet privacy protections



### R Reading Strategies

#### Teacher Edition

- Outlining, p. 475
- Summarizing, p. 476
- Identifying, p. 477

#### Additional Resources

- Pri. Source Act., URB p. 17
- Guid. Read., URB p. 84
- RENTG, p. 162

### C Critical Thinking

#### Teacher Edition

- Cause and Effect, p. 476

#### Additional Resources

- Crit. Think. Act., URB p. 73
- Quizzes and Tests, p. 201

### D Differentiated Instruction

#### Teacher Edition

- English Learners, p. 477

#### Additional Resources

- Diff. Instr., URB p. 77
- Reteach. Act., URB p. 81

### W Writing Support

#### Teacher Edition

- Expository Writing, p. 475
- Persuasive Writing, p. 475

#### Additional Resources

- Cit./Dec. Making, URB p. 3

### S Skill Practice

#### Teacher Edition

- Making a Fact/Opinion Chart, p. 478

#### Additional Resources

- Chart, Graph, and Map Skills, URB p. 75
- Daily Focus Trans., 17-2



## Divisions in Society

**Main Idea** The Internet can both strengthen and threaten our democracy.

**Civics & You** Have you ever used a computer whose access to the Internet was restricted in some way? How do you feel about such restrictions?

**W**hen the Internet and the World Wide Web started, many people assumed innovations like these would promote the expansion of democracy. Information and opinions would flow freely across national borders. By spreading democratic ideas worldwide, the Internet would help undermine **authoritarian** regimes. An authoritarian regime is a government in which one leader or group of people holds absolute power.

### Restricting Internet Access

Authoritarian governments, however, are finding ways to limit online political communications. They have begun building electronic borders similar to the “firewalls” that protect business networks from intruders.

China, for example, encourages its citizens to get on the Internet. However, the government strictly controls access to the Web sites of human rights groups, foreign newspapers, and similar organizations. Messages that Chinese users post online are closely watched. Furthermore, the government has shut down the Web sites of some dissident groups. A **dissident** group includes people who disagree with the established political or religious system.

### Two Dangers

For Americans, the Internet aids the free exchange of knowledge and ideas. Yet the Internet may still pose challenges to democracy. Some people fear that the Internet is widening the gap between the “haves” and “have-nots” and empowering intolerant

extremist groups that seek to splinter society. Another concern is that the Internet leaves citizens vulnerable to invasions of privacy.

Democracy does not guarantee everyone equal wealth. It does aim to give all citizens an equal opportunity to develop their talents, though. It also emphasizes equality before the law for all Americans, regardless of gender, race, or religion. How does the Internet affect these two key ingredients of a democratic community?

### A Digital Divide

The Internet is becoming a necessity in today’s world. People who do not have effective access to the Internet risk being shut out of a key method of gathering information, participating in civic life, and earning money. A report released by the National Science Foundation in 2003 found striking—but shrinking—differences in access by race and family income level.

**Impact of the Internet** The Internet is becoming a necessity in economics, helping small business owners establish an online presence. **Explaining** What is the risk of not being “wired”?



## Teach

### W<sub>1</sub> Writing Support

**Expository Writing** The Internet has the ability to strengthen our democracy. Have students write one paragraph about the Internet, stating what they believe is its greatest benefit to democracy. **OL**

### R Reading Strategy

**Outlining** Have students use the information in this section to make a list of ways that China restricts Internet access among its citizens. **Ask:** What kinds of Internet sites does China restrict? (human rights groups, foreign newspapers, and similar organizations) **BL**

### W<sub>2</sub> Writing Support

**Persuasive Writing** The Internet can also threaten our democracy. Have students write one paragraph about the Internet, stating what they believe are its greatest dangers to democracy. **OL**

#### Caption Answer:

Answers will vary, but most students will say Internet access is necessary to keep up with gathering information and connecting with consumers.

## Hands-On Chapter Project Step 2

### Exploring the “Blogsphere”

**Step 2: Blog Quotes** Students will make posters using quotes from blogs selected from the chart they compiled in Step 1.

**Directions** Write the Big Idea on the board. Have student groups select a quote from three of the blogs found on their charts. Ask

students to make a poster for each quote. Each poster should include the quote in large enough type to be easily read. The posters should also include photographs from newspapers, magazines, and the Internet that illustrate the meaning of the quote.

**Summarizing** Have students present their posters to the class. Ask the class to match the posters to blogs on the charts compiled in Step 1. Have them discuss in what ways, if any, the blogs from which they have quoted strengthen or threaten democracy. **OL**

(Project continued in Section 3)

## R Reading Strategy

**Summarizing** Have students read the paragraph labeled Access at School. Ask students to make a list of the different ways that schools, the business community, and political leaders are attempting to address the technology gap. **OL**

## C Critical Thinking

**Cause and Effect Ask:** How might the Internet help cause a weaker sense of national unity? (The Internet can be used by extremist groups to communicate messages of hate and to spread disunity.) **OL**

### Caption Answer:

Schools, public libraries, and nonprofit organizations help provide equal access to computers.

### Reading Check

**Answer:** They fear the spread of democratic ideas will encourage their citizens to challenge their authoritarian rule

## Differentiated Instruction



**World Wide Web** Chinese police inspect an Internet café crowded with students in Guangzhou, the capital of China's southern Guangdong province. **Identifying What institutions help provide equal access to computers?**

The wealthiest families were more likely to have computers and Internet access at home than were households at the lowest income level. Still, a 2006 survey by the Pew Memorial Trust found that almost three-fourths of all Americans report they are Internet users.

**Access at School** Schools and public libraries help equalize access to computers. Almost all schoolchildren, in every ethnic and income group, now use computers at school. Some have access to the Internet with fast broadband connections. Business, community, and political leaders have also begun to address the technology gap. Some suggest creating nonprofit organizations to provide training and Internet access to millions of low-income Americans. Congress is considering legislation that would support a number of programs.

## Extremist Groups

Just as the Internet can communicate and advance democratic values, it can also aid the spread of ideas that are **contrary**, or opposed, to democracy. The Internet has become an important tool for many hate groups and extremist political organizations. **Extremist**

**groups** are those whose ideas are the farthest from the political center. In the past, these people might have been **isolated**, or set apart, from one another. The Internet **enables**, or allows, extremists to find one another, band together electronically, spread propaganda, and recruit new members. **Propaganda** is the spreading and promoting of certain ideas and may involve misleading messages designed to manipulate people. (See the descriptions of propaganda techniques in Chapter 11.)

To the extent that the Internet helps strengthen intolerant extremist movements, it may weaken our sense of national unity. Most Americans, however, still take pride in our country's diversity and believe in freedom of speech and expression and equal rights for all Americans.

Terrorists also use the Internet. U.S. Army officials explain that al-Qaeda is making very effective use of the Internet to conduct the war on terror, especially its activities in Iraq. Al-Qaeda raises money, gets recruits, and coordinates attacks through Web sites and blogs. Army officials say such online activities are nearly impossible to shut down.

### Reading Check

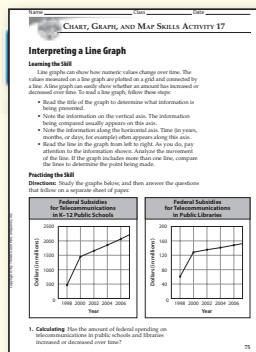
**Explaining** Why do authoritarian regimes limit Internet communication?

## Interpreting a Line Graph

- Objective:** To interpret line graphs
- Focus:** Students interpret information on three graphs.
- Teach:** Discuss how to read a line graph.
- Assess:** Have students identify and locate information on the x and y axes of the graphs.
- Close:** Students should write paragraphs interpreting the information on the three graphs.

## Differentiated Instruction Strategies

- BL** Study the graphs on page 75. Why might you conclude that the federal government values telecommunications in schools more than in libraries?
- AL** Write an editorial about the importance of technology in a democracy.
- ELL** Which graph shows the percentage of households with Internet access?



# Threats to Privacy

**Main Idea** The Internet poses some significant threats to Americans' privacy.

**Civics & You** Did you know that businesses and government agencies can keep records of Web sites you visit? Read to find out more about these activities.

The Internet is creating a growing number of threats to privacy. In our digital world, governments, businesses, and even your neighbor can watch what you are doing online.

**Personal Information** You need to be cautious with information about yourself whenever you go online to make purchases or visit sites with advertisements. You also need to be very careful when e-mailing, blogging, and visiting chat rooms—social network Web sites.

Businesses and the government are able to mix information about you from different sources to create huge “data warehouses.” These detailed profiles of people may include your address, income, age, health, what you buy and read, and much more. All of this information can be for sale to nearly anybody willing to pay for it.

**Some Legal Protection** Current privacy laws provide only limited safeguards and are hard to enforce. Congress tried to protect younger Web users by passing the Children’s Online Privacy Protection Act (1998). This law requires Web site companies to establish a privacy policy describing the information they are collecting from children and how they will use it. The companies must also get permission from parents to collect information from children under 13 years of age.

## Government Surveillance

The Internet has become a tool for all kinds of crime and for terrorism. As a result, the federal government conducts a great deal of

online surveillance. Online data is being used to solve crimes. In St. Louis, for example, records of a suspect’s online searches led to his arrest for a series of murders. The government also monitors electronic communications in an effort to stop terrorist attacks before they occur.

Federal government agencies like the Department of Justice or the National Security Agency collect electronic information in two ways. First, they work with companies that provide Internet services and run Web sites. Second, they develop and operate their own surveillance technology.

**Internet Companies** Many Web sites keep a log of all user activity and record the Internet Protocol (IP) address of each. Internet companies regularly hand over information about users in response to requests from police and from attorneys involved in lawsuits. The online provider America Online®, for example, receives nearly 1,000 requests a month for information in civil and criminal cases.

In January 2006, the U.S. Justice Department asked search engine companies to turn over records on searches made by millions of their users. The government was collecting data on how often Web searches turn up material harmful to children. In this instance, the government did not ask companies to provide the names of the people making the searches. Three companies—Yahoo!, MSN®, and AOL® Internet Services—provided some information. Google™ resisted.

Privacy experts warned that search engines could become mechanisms that allow the government to spy on citizens. Some Internet users worried that in the age of terrorism innocent searches related to Islam or

## D Differentiated Instruction

**English Learners** Have students read the phrase “data warehouse” in the second paragraph of the section Personal Information. Tell them that “data” means information and that a “warehouse” is a place business owners store the things they need to run their businesses. Point out that “warehouse” is made of “ware” and “house.” Help them see that other phrases such as “Web site” and “database” are also metaphors for locations on the Internet. **ELL**

## R Reading Strategy

**Identifying Ask:** How has Congress tried to protect the privacy of younger Web users? (Congress passed the Children’s Online Privacy Protection Act in 1998.) **OL**



Objectives and answers to the **Student Web Activity** can be found at [glencoe.com](http://glencoe.com) under the Web Activity Lesson Plan for this chapter.



**Student Web Activity** Visit [glencoe.com](http://glencoe.com) and complete the Chapter 17 Web Activity.

## Differentiated Instruction

## Leveled Activities

**BL** Citizenship/Decision-Making Activity 5, URB pp. 3–4

**OL** Chart/Graph/Map Activity 17, URB pp. 75–76

**AL** Primary Source Activity 5B, URB pp. 17–18

**ELL** Guided Reading Activity 17–2, URB p. 84

**CITIZENSHIP AND DECISION-MAKING ACTIVITY 5**

**Surfing Safely on the Internet**

**City of Chicago**

Read the following passage and the Internet to learn more about the City of Chicago’s policy on the Internet. Then, answer the questions below.

**Background**

The City of Chicago has a policy on the Internet. The policy states that the City of Chicago will not use the Internet to collect or store personal information about its citizens. The policy also states that the City of Chicago will not use the Internet to collect or store personal information about its employees.

**Questions to Consider**

1. What is the City of Chicago’s policy on the Internet?

2. Why does the City of Chicago have this policy?

3. How does the City of Chicago enforce this policy?

4. What are the consequences of violating this policy?

**CHART, GRAPH, AND MAP SKILLS ACTIVITY 17**

**Interpreting a Line Graph**

Line graphs can show how numbers change over time. The line graph below shows the number of people who use the Internet in the United States from 1995 to 2005.

**Interpreting the Graph**

1. What is the title of the graph?

2. What are the labels on the x-axis and y-axis?

3. What does the line on the graph show?

4. How many people used the Internet in 1995?

5. How many people used the Internet in 2005?

6. How much did the number of people using the Internet increase from 1995 to 2005?

**PRIMARY SOURCE ACTIVITY 5B**

**Marx Retenberg Congressional Testimony**

Read the following passage and answer the questions below.

**Background**

Marx Retenberg is a member of the U.S. House of Representatives. He is a member of the Committee on the Judiciary. He is also a member of the Subcommittee on Privacy and Civil Liberties.

**Questions to Consider**

1. What is the title of the testimony?

2. What is the main point of the testimony?

3. What evidence does Retenberg provide to support his point?

4. What are the consequences of the problem he is discussing?

**GUIDED READING ACTIVITY 17-2**

**Challenges for Democracy**

Read the following passage and answer the questions below.

**Background**

The Internet has become a tool for all kinds of crime and for terrorism. As a result, the federal government conducts a great deal of online surveillance.

**Questions to Consider**

1. What are the challenges for democracy in the 21st century?

2. How can we protect our privacy in the 21st century?

3. What are the consequences of not protecting our privacy?



## S Skill Practice

**Making a Fact/Opinion Chart** Have students make a chart that identifies statements in the "Government Tools" heading as facts or opinions. (*Facts: NSA can monitor e-mail. NSA allowed to eavesdrop on U.S. citizens. Opinions: The government infringed on citizens' privacy. These tools are needed to fight terrorists.*) **OL**

**Reading Check** **Answer:** They must identify the information they collect from children and how they use it. They must get the parents' permission to collect information from children under 13 years of age.

## Assess



**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review content.

## Close

**Summarizing** **Ask:** How may the Internet both strengthen and weaken our democracy? (*It allows for the free flow of information and services. It can help extremists spread destabilizing messages.*) **OL**

## Section 2 Review

Middle Eastern countries could be misinterpreted by government officials. On the other hand, supporters said the request for user information was for a good cause. One user argued, "For the government to catch people that prey on children, or fight the war on terror, they are going to need the help of search engines."

**S Government Tools** The federal government has also been developing its own techniques for monitoring electronic communications. The National Security Agency (NSA), for example, has technology that can silently monitor millions of e-mail messages an hour. Not long after the terrorist attacks of September 11, 2001, President Bush secretly ordered the NSA to eavesdrop on Americans and others in the United States without getting court-approved search warrants.

Such activities illustrate the tension in a democracy between the need for the government to protect our national security and the need to guard citizens' constitutional rights. Former House Majority Leader Dick Army

of Texas worried that surveillance infringes on basic "constitutional protections against unwarranted search." Others argue that powerful tools are needed to fight terrorists and criminals using cyberspace. "You can't outlaw this technology," one expert stated. "All you can do is set strict legal standards."

**Legal Limits** Standards for government online surveillance are not clear. The Fourth Amendment protects citizens against "unreasonable searches." However, to what extent does that amendment apply to Internet activities? The 1996 Electronic Communications Privacy Act sets forth some legal standards for protecting online information. For example, the law generally requires a court order for investigators to read e-mail. At the same time, the USA Patriot Act allows some protections to be waived if lives are at risk.

**Reading Check Explaining** What does the Children's Online Privacy Protection Act require Web site companies to do?

## Section 2 Review

### Vocabulary

- Define** the following terms and use them in sentences related to the Internet and democracy: *authoritarian, dissident, extremist group, propaganda.*

### Main Ideas

- Explaining** What is meant by the "digital divide"? Why is it a problem?
- Explaining** Why does the government monitor electronic communications? Why do some Americans criticize this action?

### Critical Thinking

- BIG Idea** How do you think our society should balance the need for fighting terrorism through activities such as Internet wiretapping against the need to protect the privacy of innocent individuals?
- Analyzing Information** In a chart like the one below, describe three effects of threats to privacy posed by the Internet.



### CITIZENSHIP Activity

- Creative Writing** Research and write a letter to the editor of your local newspaper about one of the issues raised in this section. Explain your opinion on the issue and discuss what you believe should be done.



**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com).

## Answers

- Definitions for the vocabulary words are found in the section and in the Glossary.
- The "digital divide" describes the difficulty of poorer Americans to access the Internet. This causes a widening economic and information gap between classes of Americans.
- It monitors electronic communications to thwart crime and acts of terrorism. They feel that these actions are illegal invasions of privacy.
- Answers will vary, but might include stating government controls are needed.
- Identity Theft, Data Warehousing, Government Surveillance
- Answers will vary, but students should explain their opinions and propose solutions in their letters to the editor.

## Protecting Yourself Against Identity Theft

What is the nation's fastest-growing crime? According to the U.S. Federal Trade Commission, it is identity theft. Identity theft is a crime in which an imposter obtains key pieces of information, such as Social Security and driver's license numbers, and uses it for personal gain. Nearly 10 million U.S. adults were victims in 2005.

### What does the identity thief want?

- Your Social Security card
- Your driver's license
- Your account numbers (bank, credit card, and others), PIN(s), and passwords

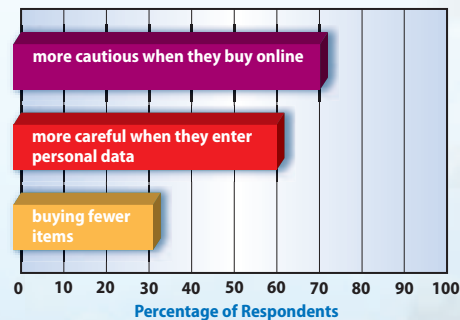


Even if you never use a computer, you can fall victim to identity theft. Others may be able to get personal information (such as credit card numbers, phone numbers, account numbers, and addresses) by stealing your wallet, overhearing a phone conversation, poking through your trash (a practice known as Dumpster diving), or “phishing”—an e-mail scam that aims to steal personal information.

### Tips for Preventing Identity Theft

- Protect your Social Security number (SSN).
- Always take credit card receipts with you. Never toss them into a public trash container.
- Do not give out personal information on the phone, through the mail, or over the Internet unless you know with whom you are dealing.
- Carry only the identification information and the credit and debit cards you will actually need when you go out. If your wallet is stolen or if you lose it, report it immediately to the card issuers and the local police.

### Identity Theft Is Affecting Online Shopping



Source: *Business Week*, March 20, 2006; Gartner, Inc.

### Analyzing Economics

- Explaining** A friend says, “No one can steal my identity because I don’t use a computer.” Is your friend correct?
- Summarizing** How has the increase in identity theft affected online shoppers?

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## Activity: U.S./World Connections

**Comparing and Contrasting** Point out to students that other countries also have concerns about identity theft. Ask them to research how the United States and the European Union attempt to stop identity theft.

Have the class discuss the similarities and differences between the methods the

United States and the European Union use to combat identity theft. List the methods on the board. Ask volunteers to identify the most effective methods. Have the class discuss which of the European Union’s methods (if any) they believe the United States should adopt. **AL**

## Teach

### D Differentiated Instruction

**English Learners** Ask the class to describe what a person does when trying to catch fish. **Ask:** Why do we call e-mail scams aimed at stealing personal information “phishing”? (Just as fishers cast their rods into the sea hoping to catch fish, criminals send e-mails on the chance they will trick a person into revealing personal information.) **ELL**

### S Skill Practice

**Reading Graphs** **Ask:** To protect themselves from identity theft, what percentage of shoppers buy fewer items online? (30 percent) **OL**

### Analyzing Economics

#### Answers:

- Incorrect. Information can be stolen from a wallet, overheard in a conversation, and found in the trash.
- Seventy percent of shoppers are more cautious when buying online. Sixty percent are more careful when they enter personal data. Thirty percent are buying fewer items online.

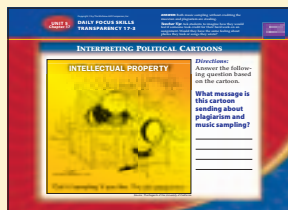
### Additional Support

# Focus



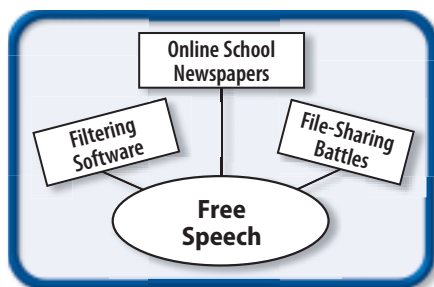
## Bellringer

Daily Focus Transparency 17-3



## Guide to Reading

Answers to Graphic:



## Section Spotlight Video

To learn more about regulating the Internet, have students watch the Section Spotlight Video for this section.

## Resource Manager

## Guide to Reading

### Big Idea

Citizens possess certain rights. Citizenship also carries certain responsibilities that all Americans are expected to fulfill.

### Content Vocabulary

- intellectual property (p. 482)
- copyright (p. 483)
- revenue (p. 485)

### Academic Vocabulary

- nonetheless (p. 482)
- erode (p. 483)

### Reading Strategy

**Summarizing** The Internet raises many issues that the Framers of the Constitution could not have imagined. As you read, discuss three free-speech issues that are associated with the Internet. Place your answers on a web diagram like the one below.



# Regulating the Internet

**Real World Civics** Are modern-day pirates threatening what may be available on the Internet? Today many people listen to music and play movies on their computers. Sometimes, users download entertainment for free, without paying any fee to the people who created it. Is this fair use? The Senate Government Affairs Committee is acting as watchdog, holding hearings to determine what is fair use of movies, music, and videos on the Internet. The unfair use of such media has been labeled computer “piracy” because it goes against traditional copyright laws.

▼ Recording and film representatives testify against unauthorized downloading



## R Reading Strategies

### Teacher Edition

- Setting a Purpose, p. 481
- Content Vocab., p. 482
- Identifying, pp. 483, 484
- Summarizing, p. 485

### Additional Resources

- Guid. Read., URB p. 85
- RENTG, p. 165

## C Critical Thinking

### Teacher Edition

- Making Inferences, p. 483
- Additional Resources**
- Cit/Dec. Making Act., URB p. 3
- Quizzes and Tests, p. 202

## D Differentiated Instruction

### Teacher Edition

- Kinesthetic, p. 482
- Gifted and Talented, p. 485
- Additional Resources**
- Diff. Instr., URB p. 77
- Reteach Act., URB p. 81

## W Writing Support

### Teacher Edition

- Personal Writing, p. 481
- Expository Writing, p. 483
- Persuasive Writing, p. 486
- Additional Resources**
- Speak./Listen. Act., URB p. 9
- Writing Skills Act., URB p. 71

## S Skill Practice

### Teacher Edition

- Reading Graphs, p. 484
- Additional Resources**
- Daily Focus Trans., 17-3
- Pol. Cartoons Trans. 17



# Teach

## R Reading Strategy

**Setting a Purpose Ask:** How have users and the government attempted to regulate the Internet? (Users have installed filtering software on their computers. The government has passed laws to censor some speech online.) **OL**

## W Writing Support

**Personal Writing** Have students write one paragraph describing their opinions about the Supreme Court decision declaring the indecency portions of the Communications Decency Act unconstitutional. **Ask:** Do students agree or disagree with the Court's decision? Why? **OL**

# TIME Political Cartoons

### Answers:

1. Spam is unsolicited, usually commercial, e-mail.
2. The cartoonist does not consider the antispam law effective.
3. The man is reading a newspaper with a headline announcing a new antispam law. On his computer screen is a spam message.

## Additional Support

## Teacher Tip

This activity requires students to make an oral presentation. Remind students to speak clearly and to make eye contact with their audience.

# TIME Political Cartoons



Gary Markstein/Copley News Service

This cartoon, drawn by Gary Markstein, makes a comment on efforts to control spam on the Internet.

1. What is Internet spam?
2. Does the cartoonist consider the antispam law effective?
3. What details in the image reveal the cartoonist's point of view?

## Internet Speech

**Main Idea** The Internet has become a battleground over the issue of free speech.

**Civics & You** Do you know someone who has downloaded music from an Internet site? Read to find out how this activity has been at the eye of a huge storm.

Free speech is a key democratic right, spelled out in the First Amendment to the Constitution. The Internet promotes free speech by giving anyone with a computer the chance to spread his or her views across the world. Unfortunately, this freedom has also enabled hate groups and others to fill the Internet with offensive material.

For more than a decade, governments from your local school board to the U.S. Congress have been scrambling for some control over speech on the Internet. In regulating the Internet, though, does the government infringe on the right of free speech?

**Safeguards** Computer users can block objectionable Web sites by installing filtering software. Lawmakers have also enacted laws to censor some online speech. In 1996 Congress passed the Communications Decency Act. This law made it a federal crime to send or display indecent or obscene material over the Internet "in a manner available" to those under the age of 18.

### Challenge to Internet Censorship

Several groups challenged the law in court. They argued that it violated the rights of adults, who can lawfully view graphic material considered inappropriate for children. In *Reno v. American Civil Liberties Union* (1997), the Supreme Court declared the indecency portions of the law unconstitutional. The Court held that speech on the Internet should have the highest level of First Amendment protection, similar to the protection given to books and newspapers. This decision was a strong endorsement of free speech on the Internet.

## Activity: Collaborative Learning

**Verbal/Linguistic** Have students work in groups and use the Internet to search for three examples of political cartoons about spam or other Internet issues. Have the groups write and present an oral report describing the viewpoint of the cartoon and

pointing out details in the cartoon that convey its message. Have students make large copies of the cartoons or print copies of their cartoons to distribute to the class for their presentations. **OL**

## D Differentiated Instruction

**Kinesthetic** Remind students that courts have ruled that schools can censor student print and online publications. Ask students who agree with the courts to stand at the front left side of the classroom. Ask those students who disagree with the courts to stand at the front right side of the classroom. Have students who are undecided stand between the two groups. Encourage students to explain their positions. **BL ELL**

## R Reading Strategy

**Content Vocabulary Ask:** What term best completes this sentence? *Just as carpenters own and can sell what they make, songwriters own and can sell their music; it is their \_\_\_\_\_.* (intellectual property) **OL**

## TIME Teens in Action

### Answer:

Keegan asked for donations by posting a request in the Rye High School E-news.

## Hands-On Chapter Project Step 3

## Exploring the "Blogosphere"

**Step 3: Blogging** Students will work in groups to create their own blog.

**Directions** Write the Big Idea on the board. Remind students that they have the responsibility to practice free speech in a constructive manner. Any criticism they make should be useful and not abusive. Have student

groups use the charts and posters they created in Steps 1 and 2 to brainstorm ideas for a blog topic. Remind students that the content of their blogs must meet school standards. When students have selected a topic and a name for their blogs, have them collaborate on writing the first entries for their blogs.

**Summarizing** Have students read their blog entries to the class. Encourage the class to discuss how they chose their blog topics and how school standards influenced what they wrote. **OL**

(Project continued on the Visual Summary page)

## TIME Teens in Action

### Keegan Flynn

The Internet can be a powerful tool to get people involved in good causes. Just ask Keegan Flynn, 14, of Port Chester, New York.

**QUESTION:** You've said that Hurricane Katrina changed your life. How?

**ANSWER:** The hurricane, which destroyed much of New Orleans and the Gulf Coast, was very personal for my family. My mom's college roommate and some of our cousins lost their homes and their businesses. They had resources to start over, but I wondered what was going to happen to all those other people who didn't have the same resources. My mom saw on the news that backpacks were needed in Houston, Texas. I decided that this could be a way for me to make a difference.

**Q:** What happened next?

**A:** I collected and assembled "school-ready" backpacks for kids in Houston who were victims of Hurricane Katrina who didn't have the ability or funds to gather their own supplies.

**Q:** How did other people know where to make donations?

**A:** My mother writes and edits Rye [New York] High School's E-news. I got the word out by posting an announcement there. My mom has a list

with over 600 e-mail addresses—all belonging to Rye High School faculty and parents. It was amazing the way people responded to my electronic request.



Flynn's efforts make a difference

### Making a Difference

What steps did Keegan take to request help from volunteers?

### CITIZENSHIP

In response to the Court's decision, Congress passed the Child Online Protection Act (COPA) in 1998. This law made it a crime for a commercial Web site to knowingly make indecent material available to anyone under the age of 17. The law required Web sites to require all users to verify their ages as a way to keep children from harmful material on their sites.

The Supreme Court stopped enforcement of this law in 2004. In *Ashcroft v. American Civil Liberties Union*, the Court ruled that age verification was too harsh of a restriction on the free-speech rights of adults. The justices said filtering software on home computers might be a way to keep children from viewing offensive material while preserving the right of adults to view whatever they want.

## Limiting Free Speech in Schools

Although the Supreme Court has ruled that Internet speech is protected by the First Amendment, this protection is not applicable everywhere. **Nonetheless**, restrictions may apply to school-sponsored newspapers on the World Wide Web.

In 1988 the Supreme Court ruled that school administrators can regulate the content of student print publications if doing so serves an educational purpose (see the *Hazelwood School District v. Kuhlmeier* case on page 325). Several lower courts have found that students who produce online papers in school with school equipment may be subject to regulation.

## Intellectual Property

Americans have always believed in the right of individuals to own property and to use it as they see fit. You can freely sell your old bike, loan your jacket to a friend, or trade away part of your baseball card collection if you so choose. However, special rules apply to **intellectual property**—things that people create, such as songs, movies, books, poetry, art, and software.



# American Biography

## The Birth of Yahoo!®

In 1994, two Stanford University graduate students wanted a better way to keep track of their favorite Internet sites. The students, **Jerry Yang** and **David Filo**, started keeping lists on a computer. Other students began logging on to check out their lists and using them to find their way around the World Wide Web.

The two students named their site "Jerry and David's Guide to the World Wide Web." They understood that others wanted a single "point of entry" to the quickly growing Web. In the fall of 1994, the site had its first one millionth hit, and Yang and Filo decided to start a business. Yahoo!® was born in March 1995, and the pair raised money to expand their idea. The name they chose for their new business appealed to them because it meant "a rude, unsophisticated person." They hired employees and sold stock to raise more money. Today, Yahoo!®

receives about 350 million visits every day, making it the most popular site on the Web.

Jerry Yang recently explained how his company's focus has changed:

"Ten years ago, we were focused on a simple yet vast problem: finding better ways to aggregate and organize information so people can find it. [Today,] . . . it's no longer enough to simply provide a structure for users to find what they want on the Web. Today, people expect to find precisely what they're looking for exactly as it relates to them."

—Jerry Yang, "Jerry's Take on What's Next in Search"

Jerry Yang

C

### Making a Difference

**Describing** In a sentence, express what you think is the key to the success of Yahoo!®

CITIZENSHIP

**The Power of Copyright** When you purchase a CD by Christina Aguilera or a *Harry Potter* book, you do not gain ownership rights to the artistic product. Only the artist or author who created the work has a right to sell it or let others use it.

Over the years, many traditions, court decisions, and legal devices such as copyrights have developed to protect the creators of intellectual property. A **copyright** is the owner's exclusive right to control, publish, and sell an original work. Copyrights are designed to prevent people from taking or copying someone else's creation without permission. Computers and the Internet, however, make it easy to copy and widely distribute all kinds of intellectual property, thus threatening to **erode**, or wear away, copyright protection. As a result, the Internet has become a major battleground for intellectual property rights.

In 1998 Congress passed a law aimed at protecting the holders of intellectual property in the Internet age. The Digital Millennium Copyright Act (DMCA) makes it a crime for someone to develop or spread software that will bypass computer codes that protect copyrighted material.

**File-Sharing Battles** The fight over using file sharing to download music and movies illustrates how the Internet is challenging old rules protecting intellectual property. Grokster and StreamCast Internetworks developed software that allowed Internet users to share computer files on "peer to peer" networks. Such networks connect computers across the globe, making it easy for people to download copyrighted songs and movies without paying for them. Billions of files were being shared over Grokster and similar networks every month.

## C Critical Thinking

**Making Inferences** The creators of Yahoo! said the name appealed to them because it means a "rude, unsophisticated person." **Ask:** **Why is this name a good fit for the site?** (Even an unsophisticated person can use Yahoo! to help them find what they want on the Web.) **OL**

## R Reading Strategy

**Identifying** Name three developments that protect creators of intellectual property. (traditions, court decisions, and legal devices, such as copyrights) **OL**

## W Writing Support

**Expository Writing** Have students interview their peers about file sharing. Then have students write one paragraph describing what they learned about file-sharing habits, motives, and beliefs. **AL**

# American Biography

**Answer:** Answers may vary, but most students will say that Yahoo is effective in helping people find the precise information they need.

## Differentiated Instruction

Chapter 17 483

WRITING SKILLS ACTIVITY 17

**Employing Descriptive Strategies**

**Learning the Skill** Which of the following descriptors regarding the Digital Millennium Copyright Act best describes your answer?

1. In October of 1998, President Clinton signed the Digital Millennium Copyright Act.

2. "This [act] does not violate the Internet's 1 with I had the money to buy it for my company," said Eric.

"No, problem, none. I had made a copy."

A person makes a copy of software for a friend. This exchange is not illegal under the law. However, their actions actually violate the Digital Millennium Copyright Act.

When writing an essay that states your position on a given topic, it is often effective to include descriptive strategies. Such strategies provide readers with useful pictures of the people and events that are central to the story. Copyrights and the Internet are the reader's interest in your essay.

Follow these steps to use descriptive strategies effectively in your writing:

- Determine which descriptive details will enhance your essay.
- Decide how you will present the information. Will you include sensory details? Will you illustrate a point through dialogue? Will you include people's actions or thoughts?
- Make creative language choices. Writing that someone is "glad" or "not so content" more effectively to your reader than saying that someone is "tired."

**Reading the Skill**

**Directions:** Find the word in Column 2 that presents a more descriptive picture of the word in Column 1. Write the letter of that word next to the number in Column 1.

Column 1	Column 2
1. dry	A. joyful
2. anger	B. scampers
3. walked	C. perched
4. happy	D. melted
5. ran	E. enthusiastic

Writing Skills Activity 17, URB pp. 71–72

## Employing Descriptive Strategies

**Objective:** To understand the Digital Millennium Act

**Focus:** Students will write a dialogue illustrating an aspect of the Digital Millennium Act.

**Teach:** Review effective use of description and examples of dialogue.

**Assess:** Have students summarize the Digital Millennium Act.

**Close:** Write a one-page dialogue that explains the Digital Millennium Act.

## Differentiated Instruction Strategies

**BL** Identify the descriptive words in the second description.

**AL** Write an essay about the Digital Millennium Act using dialogue, sensory details, actions, thoughts, and creative language.

**ELL** Write a sentence describing an action that violates the Digital Millennium Copyright Act.



## R Reading Strategy

**Identifying Ask:** What legal principle did the Supreme Court establish in its ruling in the *Metro-Goldwyn-Mayer v. Grokster* 2005 case? (It is not illegal to create technology that can be used for copyright theft, but it is illegal to encourage copyright theft.) **OL**

## S<sub>1</sub> Skill Practice

**Reading Graphs** According to the graph, which two ethnic groups have approximately the same amount of computer access at home? (African Americans and Latinos) **OL**

## S<sub>2</sub> Skill Practice

**Reading Graphs Ask:** How many variables about computer access among schoolchildren do the graphs include? (Four: the graphs give information about the percentage of users by age at home and at school. They also give information about the percentage of users by ethnicity at home and at school.) **OL**

## Analyzing Graphs

### Answers:

- 11 to 14 years old
- African Americans, Latinos

Metro-Goldwyn-Mayer and other entertainment companies sued Grokster. MGM claimed Grokster encouraged people to use its free software to download copyrighted music without paying for it. Grokster argued its software could be used to swap any kind of computer file and thus had many legitimate uses. It was not responsible for those who used its technology to violate copyrights.

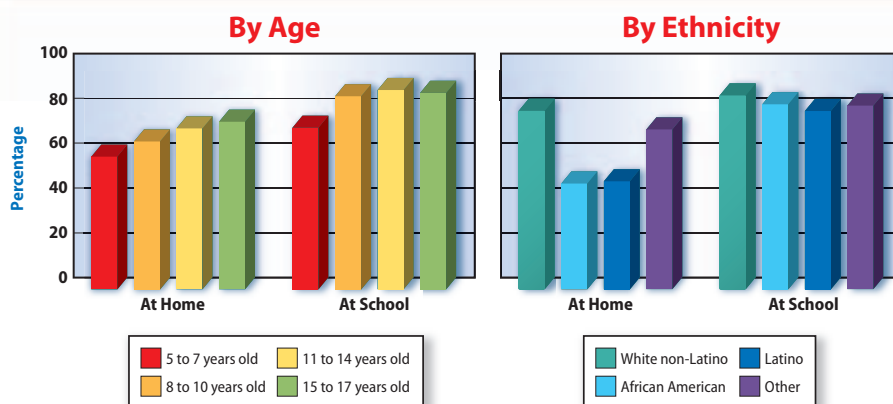
The Supreme Court ruled unanimously against Grokster and StreamCast (*Metro-Goldwyn-Mayer v. Grokster*, 2005). The justices found the companies "clearly voiced the objective that recipients use the software to download copyrighted works." The ruling set forth a basic legal principle that will govern intellectual property law for some time. It is not illegal to create an Internet technol-

ogy that makes copyright theft possible. However, encouraging people to use such technology for copyright violation is prohibited. Companies that promote copyright violations can be held liable for the result.

The music industry said the ruling was a major victory. Still, the Court's decision did not mean the end of online swapping, a global practice. Rather, it is only the latest example of a continuing battle between copyright holders and Internet users. Even as Grokster announced it was stopping distribution of its software, other companies across the world were developing new types of file sharing networks. So-called darknets, for example, allow groups of users to share information without revealing their identity to outsiders who are not part of the group.

## Computer Access Among Schoolchildren

Graphs in Motion  
See StudentWorks™ Plus or [glencoe.com](http://glencoe.com).



Source: U.S. Census Bureau, *Statistical Abstract of the United States*, 2006; U.S. National Center for Education Statistics.

## Analyzing Graphs

- Computing** According to the graphs, which age group has the highest percentage of computer use at school?
- Comparing** Which ethnic group has the lowest percentage of computer access at home? At school?

## Differentiated Instruction

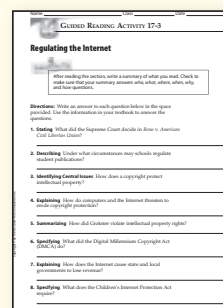
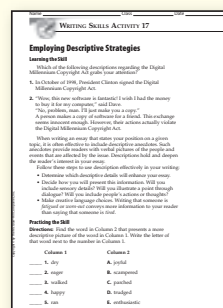
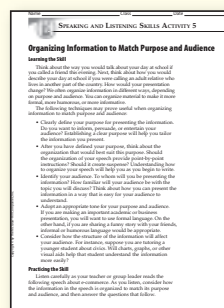
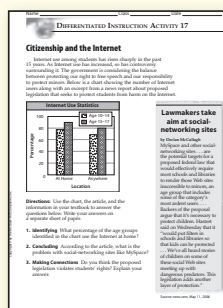
## Leveled Activities

**BL** Differentiated Instruction Activity 17, URB pp. 77–78

**OL** Speaking and Listening Activity 5, URB pp. 9–12

**AL** Writing Skills Activity 17, URB pp. 71–72

**ELL** Guided Reading Activity 17–3, URB p. 85



## Taxing E-Commerce

E-commerce involves using the Internet for purchase and sales transactions. Because e-commerce involves numerous computers communicating, purchase and sales transactions occur very quickly and are often unidentified. How to tax goods and services purchased over the Internet is another important issue. Each year, consumers spend billions of dollars buying goods and services over the Internet. Online shopping is not only convenient, but it also allows customers to avoid paying local sales taxes. Although many states require online consumers to report purchase amounts on income tax forms, state and local governments often lose out on a prime source of **revenue**. Revenue is the income that a government or business collects.

**An Unfair Burden?** Many state governors and other politicians favor taxation of e-commerce; so do traditional retail stores. After all, the stores lose business if you shop online instead of at your local mall. Many Internet merchants and policy analysts, however, believe that collecting sales taxes would unfairly burden online companies. Because sales taxes vary from state to state, online businesses would have to charge different rates depending on where customers live and then send the funds back to different state governments. Collecting taxes would thus be unusually costly for Internet companies. Furthermore, unlike local merchants, they would share in none of the benefits those taxes pay for, such as police and fire protection, roads, and other government services.

An advisory group created by Congress recently proposed that all state and local tax systems be simplified and made more uniform. Efforts could then be made to develop a fair Internet sales tax.

**Reading Check** **Explaining** Why may people who hold copyrights be concerned about Internet use?



**School and the Internet** Teachers and students use laptop computers at the Mary McDowell Center for Learning in Brooklyn, New York. The Center is a Quaker independent school for children with learning disabilities. **Explaining** Why do many schools use filtering software?

## The Internet at School

**Main Idea** Growing use of the Internet in schools is creating new controversies.

**Civics & You** Have you used the Internet at school? Read to find out why this issue has become a focus of intense debate.

**T**ens of millions of American students spend classroom time online. Use of the Internet at school is creating new issues for lawmakers and educators.

## D School Filters

In 2000 Congress passed the Children's Internet Protection Act. This law requires nearly all schools in the United States to install technology that blocks student access to offensive or dangerous Web materials.

## R Reading Strategy

**Summarizing Ask:** Why do Internet merchants believe that requiring them to collect sales taxes is unfair? (Because taxes vary from state to state, it would burden online businesses to charge different rates to customers in different states. Online merchants would not benefit from the taxes they collect for other states.) **OL**

## D Differentiated Instruction

**Gifted and Talented** Have students work in groups to develop their own plans for a fair state and local tax system for online merchants. **AL**

**Reading Check** **Answer:** The Internet makes it easy for people to download copyrighted material without paying for it.

### Caption Answer:

to prevent students from accessing sites that schools believe contain harmful material

## Additional Support

## Did You Know?

**No Laughing Matter** Besides filtering Web content, some schools try to curb student expression on the Internet. After discovering a satiric profile of a school administrator published by Jessica Schoch of Holland, Ohio, on MySpace.com, school officials barred her from attending school and extra-curricular activities.

Attorney Arnold Gottlieb of the American Civil Liberties Union represented Jessica at a school board meeting in April of 2006. Gottlieb argued that Jessica's parody was an example of free speech. He stated that various courts have ruled that students may write about their schools as long as it is not done with school equipment or during class

hours. Since Jessica had created the profile at home, her parents, not the school, should deal with her behavior. The school board reinstated Jessica. Attorney Gottlieb hoped that "this is a clear signal that schools may not punish students for exercising their free speech rights outside of the school on their own time."

## W Writing Support

**Persuasive Writing** Have students read the section on the use of filtering software in schools. Ask students to write a paragraph stating whether they agree or disagree that school officials should prevent students from visiting sites deemed objectionable. The paragraph should attempt to persuade readers to share the writer's opinion. **OL**

**Reading Check** **Answer:** right of parents to see records of students' use of the Internet; *Issues:* student privacy, censorship, and the safety of young users

## Assess



**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review content.

## Close

**Comparing and Contrasting** Have students discuss similarities and differences between Internet issues in schools and in society in general. **OL**

## Section 3 Review

Many schools use filtering software that allows school officials to decide what material is harmful. The software also monitors the school's Internet traffic. It can identify anyone who tries to use the Internet for prohibited activities, such as drug dealing. One school official reported that since his town installed the filtering software, "access of unauthorized Internet sites probably dropped by 98 percent."

### The Issue of Parental Review

Many schools also keep records of the Web sites that students and staff visit. Should parents be able to look at these records? James Knight, the father of four students in New Hampshire, sued his local school district to win that right. Knight said, "If we can find out what books are on the shelves of the school library or what textbooks are being used in the classroom, it seems consistent that we should be able to know where kids are going on the Internet."

Knight's attorneys argued that the school was not doing enough to keep students away from questionable Web sites. School officials argued that releasing students' Internet records would violate their right to privacy. A New Hampshire judge ruled, however, that a parent could inspect the school district's Internet records as long as administrators removed any information that would identify individual students.

As the Internet becomes more fully integrated into American schools, policies and regulations for its use will continue to evolve. School leaders must determine what level of disclosure of student information is safe and appropriate while maintaining their instructional goals. Parents must then approve or disapprove of the disclosure standards. School officials and lawmakers will keep trying to balance concerns about privacy, censorship, and the safety of young Internet users.

**Reading Check Explaining** What is parental review? What issues are at stake?

## Section 3 Review

### Vocabulary

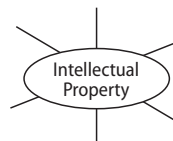
- Define** the following terms and use them in sentences related to the Internet: *intellectual property, copyright, revenue.*

### Main Ideas

- Describing** What is e-commerce?
- Explaining** What is the purpose of the Children's Internet Protection Act of 2000?

### Critical Thinking

- Analyzing** Why have issues such as taxing e-commerce and regulating the Internet in schools arisen?
- BIG Idea** In a diagram like the one below, identify examples of intellectual property.



### CITIZENSHIP Activity

- Expository Writing** Contact your school's computer teacher. Interview him or her about what your school does to monitor Internet use of school computers. Share your findings with the class. Summarize the highlights of your interview in a one-page paper. Then lead a discussion about how your school's policies might be improved.



**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com).

## Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- E-commerce involves using the Internet for purchase and sales transactions.
- The purpose of the Children's Internet Protection Act of 2006 is to block student access to offensive or dangerous Web materials.
- These issues have arisen because of the competing interests of e-merchants and state and local tax systems and of parents, school officials, and students.
- Examples of intellectual property are music, software, books, movies, artwork, and games.
- Answers will vary. Remind students that their papers should be statements of facts, not their own opinions.





David and Catherine Cook, creators of MyYearbook.com

### Effects of the Internet

- Millions of people have access to computers, the Internet, and the World Wide Web.
- Electronic communications enable us to instantly access information, to purchase goods and services, and to share ideas around the globe.
- The Internet can help us increase our knowledge about political and social issues.

### Issues

- People who do not have access to the Internet cannot enjoy the opportunities it offers.
- Internet users' privacy can be threatened by government and business surveillance.
- Just as the Internet can help advance democratic values, it can also aid the spread of ideas that may run counter to democracy.

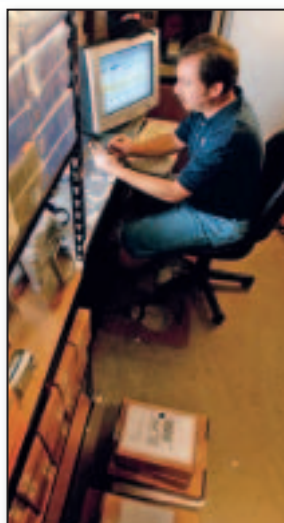
Internet café, China



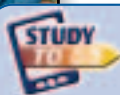
### Regulating the Internet

Many issues surround Internet usage, including the following:

- limits on free speech
- protection of intellectual property
- taxation of e-commerce
- regulation of the Internet in schools



California business owner using the Internet



Study anywhere, anytime! Download quizzes and flash cards to your PDA from [glencoe.com](http://glencoe.com).

**Identifying Central Issues** Have students make a list of the issues surrounding Internet use. **Ask:** Which issue do you think is most critical to our democracy? Why? Have students create a poster stating the issue and explaining why it is important to our democracy. Ask students to search online to find news headlines and photographs to include on their posters. **OL**

**Drawing Conclusions** Have students thoroughly research a court case involving free speech on the Internet. Ask students to act out the case in a mock courtroom. Assign the roles of attorneys, witnesses, judge, and jury, and play the case out in class. After all arguments are presented, have the jury reach a decision. Students should feel free to reach their own decisions in the case. Make time to discuss what students learned by role-playing the case. **AL**

### Hands-On Chapter Project Step 4: Wrap-Up

### Exploring the "Blogsphere"

**Step 4: Responding to Blogs** Student groups respond to blog entries created in Step 3.

**Directions** Have student groups trade the blogs they created in Step 3. As a group, have students write a response to the blog entry. Remind students that readers contribute to blogs in many ways. They may

rebut opinions stated in blogs. They sometimes add helpful information such as links. They may point out errors in information and make corrections. Sometimes, they may simply express admiration for the blog. Have students weigh their rights to free speech with their responsibility to civility as they respond to each other's blogs.

**Summarizing** Have groups share their blog responses with the class. Encourage the class to discuss what they learned about the Big Ideas of this chapter as they explored the "blogsphere." **OL**

## Answers and Analyses

### Reviewing Vocabulary

**1. C** Students will have read about news-groups in Section 1 in the section entitled Group Action Online.

**2. D** In this question, the most confusing distractor will most likely be answer B, "extremist." Remembering that extremists are those whose ideas are farthest from the political center will help students avoid this mistake.

**3. B** The definition of "propaganda" can be found in the section Extremist Groups portion of Section 2. Understanding that misleading information is a central tactic of propaganda will help students answer this question.

**4. A** A process of elimination will help students answer this question. "Software filters" are used by parents and schools to prevent unauthorized access to inappropriate Web sites. "Revenue" is synonymous with "income." And "intellectual property" is another term for creations such as songs and books. This leaves A, "copyright," as the only possible answer.

### Reviewing Main Ideas

**5. D** Students who are aware that all but one answer for this question provides false information about the Internet should have no trouble answering this question.

**6. B** Information about political candidates' Web sites can be found in Section 1 on page 472. Understanding the work of politicians will help students answer this question.

**7. A** Understanding that al-Qaeda is a terrorist organization, students may immediately eliminate answer C, "to spread democratic ideas worldwide." Likewise, answer D, "to widen the gap between haves and have nots," may be eliminated. Students should realize that a training program for terrorists could not be carried out effectively over the Internet. The most sensible answer is A, "to recruit new members."

### TEST-TAKING TIP

Learn the meanings of certain words—such as evaluate, enumerate, and illustrate—that appear in many exam questions.

### Reviewing Vocabulary

*Directions: Choose the word(s) that best completes the sentence.*

- An Internet discussion forum is called a \_\_\_\_\_.  
**A** Web site                      **C** newsgroup  
**B** data warehouse          **D** think tank
- A government in which a leader or group holds absolute power is \_\_\_\_\_.  
**A** dissident                      **C** nonpartisan  
**B** extremist                      **D** authoritarian
- Misleading messages designed to misinform people are known as \_\_\_\_\_.  
**A** cookies                      **C** surveillance  
**B** propaganda                **D** broadband connections
- A(n) \_\_\_\_\_ bars people from using someone else's creation without permission.  
**A** copyright                      **C** revenue  
**B** software filter               **D** intellectual property

### Reviewing Main Ideas

*Directions: Choose the best answer for each question.*

#### Section 1 (pp. 470–473)

- What is a disadvantage of using the Internet for information?  
**A** It offers few sources on most topics.  
**B** The Internet lacks a diversity of viewpoints.  
**C** Internet access is limited to computer experts.  
**D** Facts from the Internet are sometimes inaccurate.

- Why do political candidates have Web sites?

- A** to hold elections online
- B** to build support for their ideas
- C** to present diverse opinions on issues
- D** to exchange information with opponents

#### Section 2 (pp. 474–478)

- According to the U.S. Army, how does al-Qaeda use the Internet?  
**A** to recruit new members  
**B** to conduct training programs  
**C** to spread democratic ideas worldwide  
**D** to widen the gap between haves and have-nots
- Who monitors millions of e-mail messages and other online communications?  
**A** Chinese dissidents  
**B** al-Qaeda terrorists  
**C** National Security Agency  
**D** eighth graders in New York

#### Section 3 (pp. 480–486)

- What did the Supreme Court declare in *Reno v. American Civil Liberties Union* (1997)?  
**A** Users can install filters to block Web sites.  
**B** Indecent material on the Internet is unlawful.  
**C** The First Amendment protects speech on the Internet.  
**D** Users must verify their age to view certain Web sites.

**GO ON** 

**8. C** The question states that millions of e-mails are monitored. This large number should be a clue that only a large organization, such as the National Security Agency, could be the correct answer.

**9. C** Students should reread the section Internet Speech in Section 3. Here they will learn about the court case *Reno v. American Civil Liberties Union* (1997).

**10. A** Students should remember that Grokster was a company that developed software that made it easy for people to download copyrighted materials without paying for them. This information should help students answer the question correctly.

10. In which case did the Supreme Court decision prohibit companies from encouraging people to use their technology for copyright violations?
- A Metro-Goldwyn-Mayer v. Gorkster
  - B Reno v. American Civil Liberties Union
  - C Hazelwood School District v. Kuhlmeier
  - D Ashcroft v. American Civil Liberties Union

### Critical Thinking

Directions: Base your answers to questions 11 and 12 on the cartoon below and your knowledge of Chapter 17.



Tribune Media Services, Inc.

11. What does the highway in the cartoon represent?
- A Internet traffic
  - B corporate America
  - C government censorship
  - D interstate expressways
12. Which of the following statements best expresses the cartoonist's point of view?
- A Some citizen protections need to be waived if lives are at risk.
  - B Surveillance of online communications endangers people's privacy.
  - C Powerful tools are needed to fight terrorists and criminals using cyberspace.
  - D The government needs to catch people who use the Internet to prey on children.

#### Need Extra Help?

If you missed question...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Go to page...	472	475	476	483	471	472	476	477	481	484	471	477	477	478	477

### Document-Based Questions

Directions: Analyze the following document and answer the short-answer questions that follow.

On February 15, 2006, the Senate discussed amending parts of the USA Patriot Act that violate citizens' constitutional rights in the name of the war on terrorism. During the discussion, Senator Robert Byrd from West Virginia made the following statement:

*Attorney General Gonzales refused to divulge whether purely domestic communications have also been caught up in this warrantless surveillance, and he refused to assure the Senate Judiciary Committee and the American public that the administration has not deliberately tapped Americans' telephone calls and computers or searched their homes without warrants. Nor would he reveal whether even a single arrest has resulted from the program.*

*What about the first amendment? What about the chilling effect that warrantless eavesdropping is already having on those law-abiding American citizens who may not support the war in Iraq, or who may simply communicate with friends or relatives overseas? Eventually, the feeling that no conversation is private will cause perfectly innocent people to think carefully before they candidly express opinions or even say something in jest.*

—Senator Byrd

13. How would you sum up Senator Byrd's objections to the government's warrantless surveillance program in the first paragraph?
14. Senator Byrd suggests that warrantless eavesdropping permitted by the USA Patriot Act violates First Amendment freedoms. According to the chapter, what other amendment and freedom may be violated by warrantless searches?

### Extended-Response Question

15. Explain why standards for government online surveillance are not clear. **STOP**



For additional test practice, use Self-Check Quizzes—Chapter 17 on [glencoe.com](http://glencoe.com).

## STANDARDIZED TEST PRACTICE

### Document-Based Questions

13. Students' answers may vary. A possible answer is that Senator Byrd considers the government's warrantless surveillance secretive and ineffective in capturing terrorists.

14. the Fourth Amendment and freedom from unreasonable searches

### Extended Response

15. Students' explanations will vary. Their answers should note that the 1996 Electronic Communications Privacy Act sets standards for protecting online information while the USA Patriot Act allows some citizen protections to be waived.

### Critical Thinking

11. A Remind students that in political cartoons symbols are often used—familiar items often stand for something else or have a dual meaning. Remembering that many people refer to the Internet as an “information highway” will help students answer this question.

12. B Paying attention to the details in the cartoon will help students answer this question. The license plate on the car spells out “privacy.” Behind this small car looms a large truck with cameras and satellite dishes. These clues lead us to choose B, “surveillance of online communications endangers people's privacy.”



Have students visit the Web site at [glencoe.com](http://glencoe.com) to review Chapter 17 and take the **Self-Check Quiz**.

#### Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.



# Analyzing Primary Sources

## Focus

### R<sub>1</sub> Reading Strategy

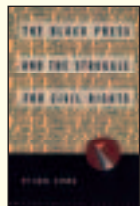
**Identifying** Ask: **What purposes do laws serve?** (Laws resolve conflicts, protect rights, limit government, promote general welfare, set social goals, and control crime.) **OL**

### R<sub>2</sub> Reading Strategy

**Organizing** Ask: **Which law(s) in the Code of Hammurabi falls under the category of family law?** (142) **Which law(s) in the Code of Hammurabi falls under the category of criminal law?** (22, 196) **OL**

## Additional Reading

Review suggested books before assigning them.



**The Black Press and the Struggle for Civil Rights**, by Carl Senna traces the history of the black press in America, starting with the founding of the first black newspaper in 1827.



**Business Builders in Computers**, by Nathan Aaseng notes that in recent decades, the computer business has boomed! Find out about Bill Gates, An Wang, Steve Jobs, and other computer industry giants.



**Not Guilty**, by George Sullivan accounts the trials of five people who were wrongly punished for crimes, including Leonard Peltier, whose ordeal inspired a movie, and Johnson Whittaker, who was expelled from West Point for a racist attack on himself.

# Analyzing Primary Sources

## Sources of American Law

### Code of Hammurabi

The most well-known of the earliest written laws was the Code of Hammurabi, assembled in the 1700s B.C. This code was made up of 282 legal cases that spelled out relationships among individuals as well as punishments in areas that we would now call property law, family law, civil law, and criminal law.

### Reading Focus

The set of rules and standards by which a society governs itself is known as law. Laws serve several functions in every society. The law is used to resolve conflict, to protect rights, to limit government, to promote general welfare, to set social goals, and to control crime.

R<sub>1</sub>

### Read to Discover

As you read, think about the following:

- How has early law influenced American law?
- What is the importance of common law?

### Reader's Dictionary

**proprietor:** an owner

**dowry:** the money and goods that a woman brings to her husband in marriage

**maxim:** a general truth

**heretofore:** up to this time

**repugnant:** hostile or opposed to

R<sub>2</sub>

22. If any one is committing a robbery and is caught, then he shall be put to death. . . .
117. If any one fail to meet a claim for debt, and sell himself, his wife, his son, and daughter for money or give them away to forced labor: they shall work for three years in the house of the man who bought them, or the **proprietor**, and in the fourth year they shall be set free. . . .
142. If a woman quarrels with her husband . . . the reasons for her prejudice must be presented. If she is guiltless, and there is no fault on her part, but he leaves and neglects her, then no guilt attaches to this woman, she shall take her **dowry** and go back to her father's house. . . .
196. If a man put out the eye of another man, his eye shall be put out. . . .

—"Code of Hammurabi," L.W. King, trans.

### The Ten Commandments

An early set of written laws that has influenced our legal system is the Ten Commandments found in the Hebrew Bible and Christian Bible.

1. Do not worship any god except me.
2. Do not . . . bow down and worship idols.
3. Do not misuse my name.
4. Remember that the Sabbath Day belongs to me.
5. Respect your father and your mother.
6. Do not murder.
7. Be faithful in marriage.
8. Do not steal.
9. Do not tell lies about others.
10. Do not want anything that belongs to someone else.

—Exodus 20:3–17

## The Justinian Code

In the A.D. 530s, the Roman emperor Justinian had scholars reorganize and simplify all the laws into a Roman legal code called the Justinian Code.

### Book I. Of Persons

#### I. Justice and Law.

3. The **maxims** of law are these: to live honesty, to hurt no one, to give every one his due.
4. The study of law is divided into two branches; that of public and that of private law. Public law regards the government of the Roman empire; private law, the interest of the individuals.

#### II. Natural, Common, and Civil Law.

1. Civil law is thus distinguished from the law of nations. Every community governed by laws and customs uses partly its own law, partly laws common to all mankind. The law which a people makes for its own government belongs exclusively to that state and is called the civil law. . . .

—“The Institutes,” 535 c.e.

## Common Law

The law of the United States was largely derived from the common law of the system of English law. Common law is law based on the concept of precedence—on how the courts have interpreted the law previously—rather than on a legal code. By A.D. 1776 common law was being used throughout the American colonies along with laws created there.

## Constitution

**ART. 25.** The common law of England, as well as so much of the statute law as has been **heretofore** adopted in practice in this State, shall remain in force, unless they shall be altered by a future law of the legislature; such parts only excepted as are **repugnant** to the rights and privileges contained in this constitution, and the declaration of rights, . . . agreed to by this convention.

—Constitution of Delaware, 1776



### Monuments as Primary Sources

This stone monument shows Hammurabi (standing) holding his code. What does the monument tell you about the place and time it was created? What do you think was the artist's purpose in creating this monument?

## Analyzing Primary Sources

### C Critical Thinking

**Compare and Contrast Ask:** What is the main similarity and difference between the Justinian Code and the Ten Commandments? (Similarities: both sets of laws set rules for individuals in relationships with others. Differences: the Justinian Code addresses one's relationship with the government; Ten Commandments address one's relationship with God.) **OL**

### Caption Answer:

This society believed that Hammurabi and his code were important; the monument honors Hammurabi and the law.

### DBQ Document-Based Questions

#### Answers:

1. Answers will vary, but most students will say that a lawless society would be chaotic.
2. Common law is based on precedent rather than on a legal code.
3. Six of the commandments deal with interactions with people; four deal with respect for God.
4. Answers will vary, but paragraphs should be supported with reasons.

### DBQ Document-Based Questions

1. **Connecting** Consider this statement: Whether Hammurabi's laws were fair or cruel, the culture benefited from having a written code that applied to everyone. Do you agree or disagree? What would it be like to live in a society with no written rules?
2. **Connecting** How does common law differ from statutory law?
3. **Analyzing** How many of the commandments tell people how to interact with other people? How many tell them how to worship and show respect for God?
4. **Evaluating and Connecting** Consider this statement: Liberty depends upon the power of laws. Write a paragraph explaining what the statement means to you.

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## Did You Know?

**Contemplation of Justice** As have other cultures, the United States has created monuments to honor those values it holds dear. One such monument is the statue *Contemplation of Justice* by James Earle Fraser. The statue stands on the steps leading to the main entrance of the Supreme Court Building in Washington, D.C. It shows a seated woman looking at a smaller statue of Justice, which she holds in her right hand.

The statue of Justice is blindfolded and carries a set of scales. These details are cherished symbols representing important elements of justice. In our legal system we believe that the courts should be blind to the status of individuals. The law must treat the powerful and weak equally. It is also the duty of the courts to weigh carefully every case before it. The scales carried by Justice symbolizes this important value.

### Additional Support